

Welcome!

Teaching Music Using Technology (And Not the Other Way Around)

Yes, you're in the right place.

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I am not a technology teacher.

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I am a music teacher.

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Teaching Music Through Technology (And Not the Other Way Around)

Nicholas Jaworski

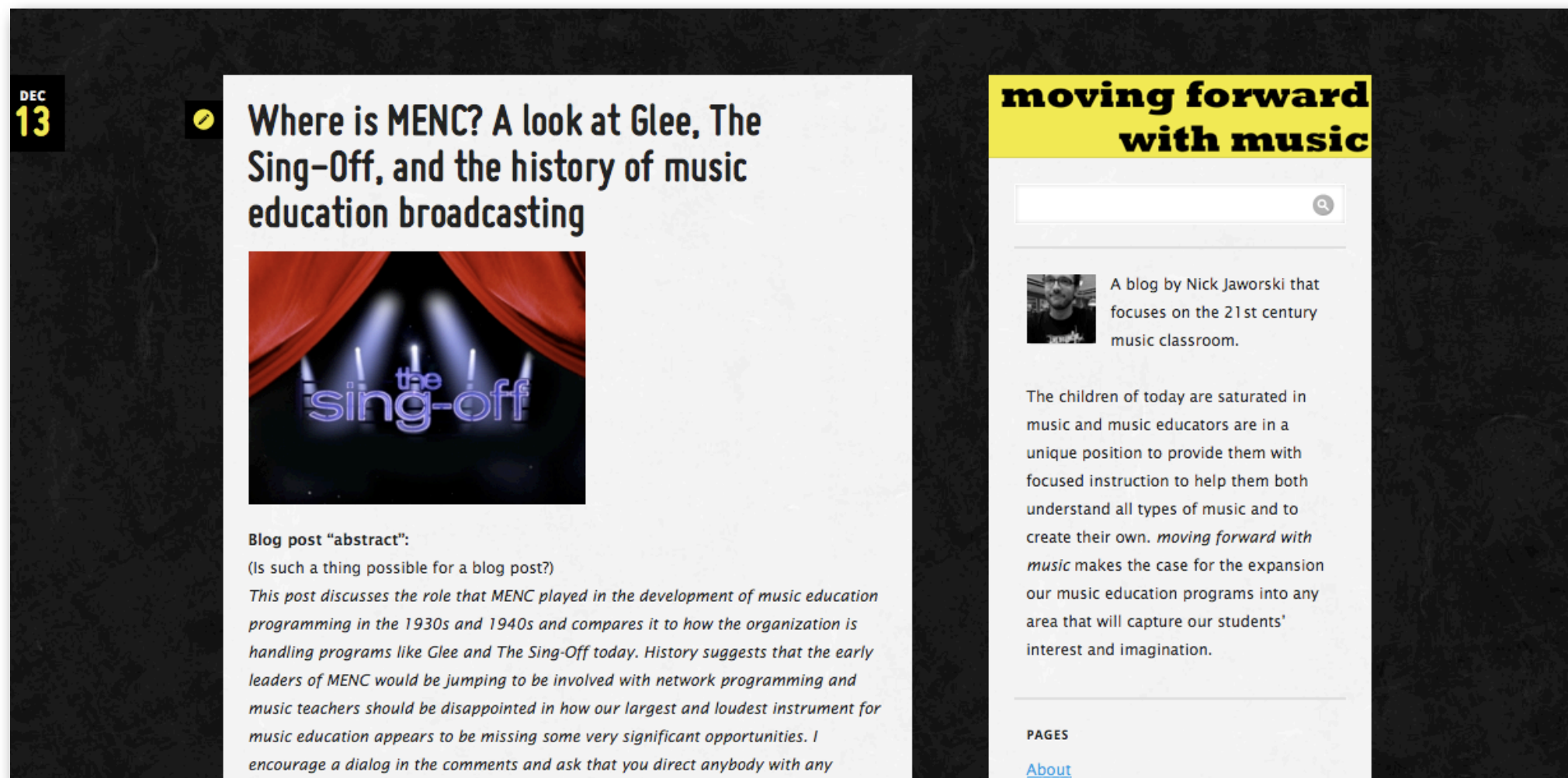
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Ways to get in touch with me:

- My blog: www.nicholasjaworski.com
- Facebook.com/MovingForwardWithMusic
- Twitter: @JaworskiMusic
- Email: nicholasjaworski@gmail.com or nick@leadingnotes.org
- Stop me when you see me!

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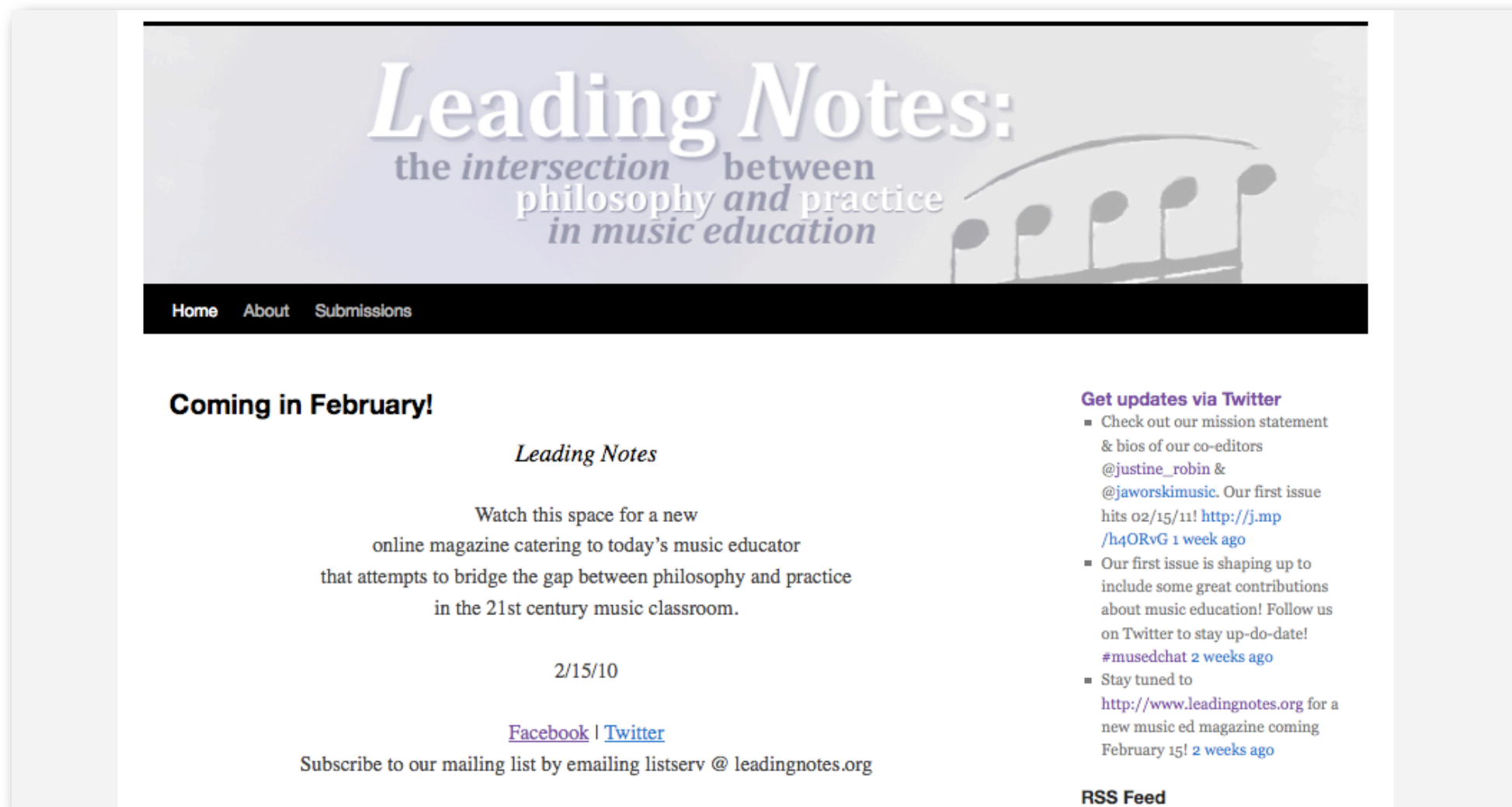
- Music as Identity
- The Golden Record
- See & Hear
- Hip-Hop in the class
- Philosophy

- Advocacy
- Useful links
- Collaborative songwriting
- Saving files

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Leading Notes Magazine

www.leadingnotes.org



Interested in getting involved?
Email me: nick@leadingnotes.org

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What are we going to talk about?

- **Two full projects for the music classroom.**
 - **Music as Identity**
 - **Meet The Beatles**
- **New ideas about technology in the classroom.**
 - **Audacity**
 - **Rock Band**
- **What music should we teach in the classroom?**

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Our students and their music

- Nationally, 20% of all high school students are engaged in music at their school.¹
- iPod/mp3 player ownership for children ages 8-18.²
- 2004 - 18%
- 2009 - 76%

Sources:

¹ = Rick Dammers & David Brian Williams

(<http://www.musiccreativity.org/>)

² = Kaiser Family Foundation

(<http://www.kff.org/entmedia/entmedia012010nr.cfm>)



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Insanity: Doing the same thing over and over again and expecting a different result.

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Three myths about technology in the classroom

- **Must be expensive**
- **Must be confusing**
- **Must use powerful computers and fast Internet speeds**

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Three myths about technology in the classroom

- ~~Must be expensive~~
- Can be cheap or free
- ~~Must be confusing~~
- There are simple technologies that you and your students can use
- ~~Must use powerful computers and fast Internet speeds~~
- There are plenty of resources available for the average computer and no Internet

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**Students are not interested in
technology, they are interested in music.**

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Ways to think about planning with tech

- The “music technology class” conundrum
 - Making a product isn’t enough, there has to be an intentioned lesson behind it.
- Use simple and applicable technologies to discuss musical topics
- Audacity = free
- Rock Band = students already own it
- Focus on musical concepts not technological ones
- Don’t be afraid to learn WITH your students
 - There will be some mistakes
 - Kids know less than you think

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Ask BIG questions!

Don't worry if you have the answer.

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The trick:
AWWWH!

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Steps to planning a project

1. Ask your “BIG question”.
2. Why is this question important?
3. What do I want as an outcome?
4. What do I have? What will I need?
5. How do I combine all of this into a project?

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How do I get students to engage in a wide variety of musical styles?

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Guess the artist

**“A la Jesus, _____ is everywhere in Ghana...
What is most remarkable about _____’s
arachnid reach is that [he or she] has
managed to appeal to everyone (from stoic
chiefs to trend-bucking artisans, pop teens
and every single taxi driver in Ghana).”**

- Michael Dumlao

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Guess the artist

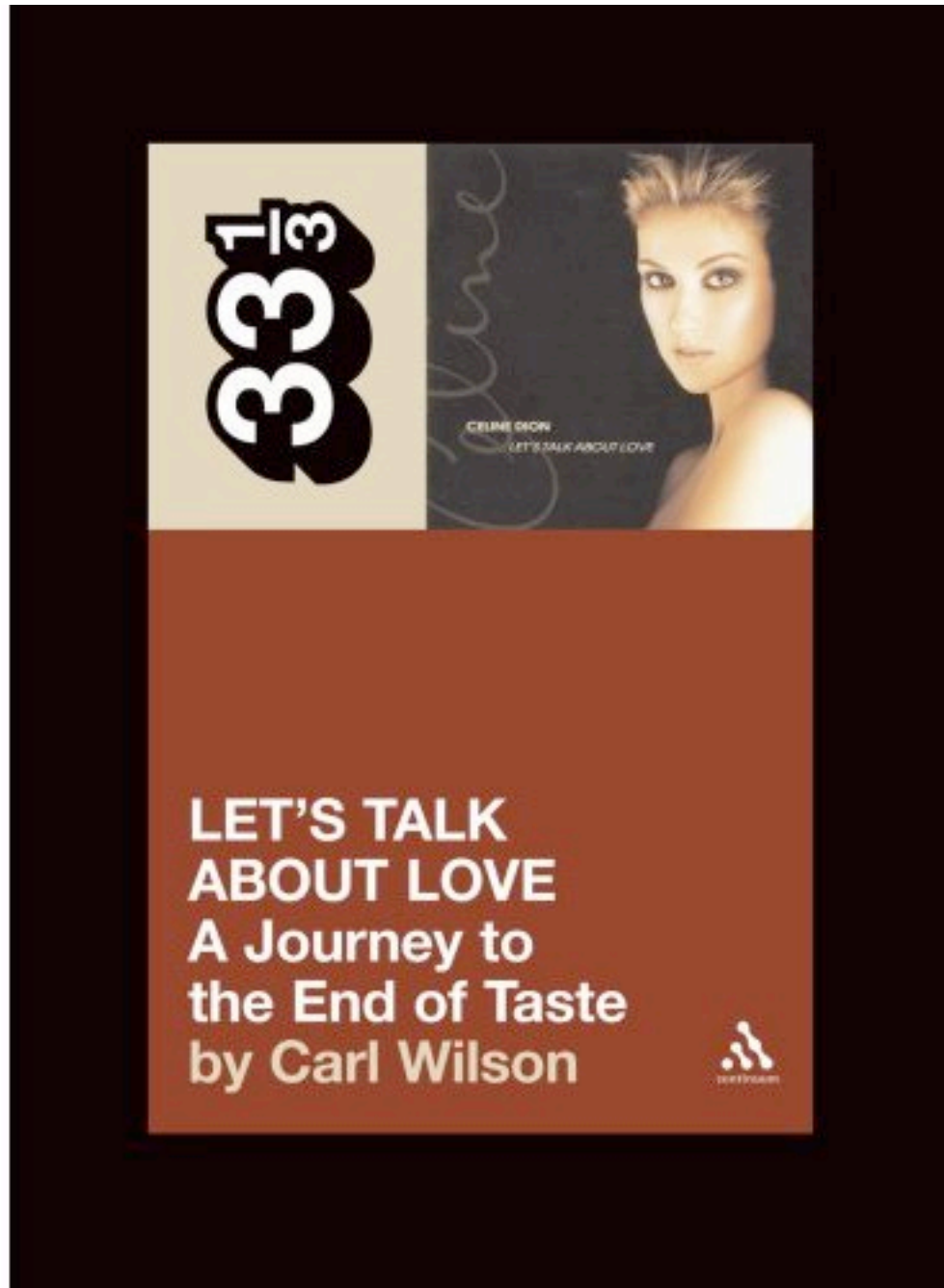
“A la Jesus, **Celine is everywhere in Ghana... What is most remarkable about **Celine's** arachnid reach is that she has managed to appeal to everyone (from stoic chiefs to trend-bucking artisans, pop teens and every single taxi driver in Ghana).”**

- Michael Dumlao

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**“Bad man have fi play love tune
fi show ‘dat them a lova too.”**

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Let's Talk About Love: A Journey to the End of Taste by Carl Wilson

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Celine and me: Two quick stories

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Nick & Celine circa 1997

(Story about failing a geometry test
while being forced to listen to “My
Heart Will Go On” blasting from a
car in the parking lot.)

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Nick & Celine circa 2003

(Hearing “That’s The Way It Is” while in Air Force Basic Training.)

“That IS the way it is, Celine.”

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The music did not change.

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Quality is subjective.

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How do I get students to accept a variety of musical styles?

1. Everybody has a different musical taste.

Why?

2. It is possible to love a band one day and hate them the next. Where does that come from?

3. How can I use these ideas in my classroom?

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What do I want?

- **Tangible project**
- **Students to feel comfortable stepping outside of themselves**
- **Play and get comfortable in Audacity**
- **Get to know the students**

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What is available?

- **Audacity**
 - **Free**
 - **Mac, Windows, Linux**
 - **Give to your students**
 - **Easy to install**
- **Computer lab**
- **External Digital Audio Recorder**
 - **Zoom**
 - **Other examples**

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Music as Identity

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Music as Identity

- **Use Audacity to create a short NPR-style radio piece**
- **Use their own music collection to help explore their own “taste biography”.**

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Station Identification: Mock Radio Shows Link Music and Identity

By Debbie Galante Block



Students recorded themselves reading the scripts they'd written about their favorite music.

What is music appreciation, anyway? Nick Jaworski, a music teacher at Winnebago High School in Winnebago, Illinois, found a fresh perspective on this question after reading a book called *Let's Talk About Love*. "The book is about taste," he explains. "It's by a music critic [Carl Wilson] who tried to like Celine Dion. Everybody is too cool to like Celine, and yet she's one of the best-selling artists of all time."

This paradox got Jaworski thinking about the connection between music and identity. "One of the challenges for kids," he says, "is distinguishing between the music they really like and the music they want to be identified with." Seeing educational possibilities in this observation, Jaworski devised a lesson plan for students in his music appreciation class, which required them, among other things, to write and record their own mock radio shows.

At the start of the course, Jaworski directed his students to question themselves about the music they secretly liked and why it was a secret. Then he asked, "What do you hope your musical choices say about you?" Next, each student had to pick a handful of songs

Clarkson plays in the background, she says, "My life would suck without music. Would yours?"

Now in her freshman year in college, Trank says that the experience of creating her program—and hearing the programs of her fellow students—had a major impact on her thinking. "Mr. Jaworski explained to us that there really is no good or bad music, it's just how you interpret the music yourself," she notes. "I didn't realize how much the music I listen to defines me. He opened a whole new horizon for me."

"The kids realized that music plays a role in who they are, and therefore plays a role in who other people are, which was the goal," Jaworski says. "People are quick to judge. The minute someone dismisses a song as something they don't like, they've stopped appreciating music. Just think of how much better your class would go if you could convince kids


that it's cool to be open to different musical styles." There's one sure sign that Jaworski's idea has been a success: Even though he himself has recently moved on to work at the University of Illinois, Winnebago High School continues to offer the course. 

PHOTO: iSTOCKPHOTO/HANSTOCK

Music as Identity written about in

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November 2010 Teaching Music Magazine
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Student steps

- 1. Reflection**
- 2. Raid your music collection**
- 3. Put your music onto a flash drive**
- 4. Specific song reflection**
- 5. Script writing and narration recording**
- 6. Create something awesome!**

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1. Reflection

- **How is music important in your life?**
- **Name your favorite songs, artists, or genres?**
- **Is there any music you secretly love? Why?**
- **Why do you like your music? What do you think it says about?**

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2. Raid your music collection

- **Students select the music that they want to use in their project.**
- **If there is a song that they want to use, but don't have access to, find it for them.**
- **Some songs have bad language. You can censor that music in Audacity.**

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3. Put your music onto a flash drive

- **Teach students how to rip CDs and put them on a flash drive.**

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4. Write reflections on specific songs

- **Students will physically write out their specific song reflections.**
- **Why did they chose these songs?**
- **What do they hope they say?**

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5. Script writing and narration recording

- **Students write a script and then turn it in to you.**
- **Meet with each student individually to challenge them on certain points.**
- **Kids record during class.**
- **Two takes: one read and one more loose.**
- **You have to give them access to their recording.**

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6. Create something awesome!

- **Make sure students focus on the clarity of their narration.**
- **Panning is a great way to isolate sounds.**

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Here are some basic things I've learned.

- **If you're your students save files to a network, then get flash drives for all of your Audacity work.**
- **Get a couple of students who are working ahead to help make sure that other students are recording narrations properly.**
- **You will have to push students into answer "why?" more than they may be used to.**

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Basics (cont.)

- **Students will often turn the music up too high and will cover their own narration.**
- **Grade students based on clarity of narration, focus of edits, adherence to time length, completion of all steps.**

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Transition slide, Nick.

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9/9/09



The Beatles: Rock Band is released for the Wii, Xbox 360, and PS3. It sold over 700,000 units of the game in one week.

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More on 9/9/09

14 recently remastered stereo Beatles albums were released and 10 mono albums were released.

- **Within five days, Americans bought more than one million CDs.**
- **Within two weeks, 2.25 million CDs were sold in the major markets around the globe.**



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**Do your students know how big
The Beatles were “back in the day”?**

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The BIG Question:

**How do I capitalize on
our modern
“Beatlemania”?**

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Steps to planning a project

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What do I want?

- **Students to learn some basics of production**
- **Students to learn about song forms**
- **Students to play in Audacity**
- **Students to use visualizations to reinforce/
uncover what they hear**

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What do I have?

- **Audacity**
- **The ability to print**
- **The Beatles recordings (1987 v. 2009)**
- **The Beatles: Rock Band**
- **A passion for The Beatles**

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Fill in the blank

_____ is the most important rock & roll album ever made, an unsurpassed adventure in concept, sound, songwriting, cover art and studio technology by the greatest rock & roll group of all time.

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Rolling Stone Magazine:



Sgt. Pepper's Lonely Hearts Club Band is the most important rock & roll album ever made, an unsurpassed adventure in concept, sound, songwriting, cover art and studio technology by the greatest rock & roll group of all time.

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Meet The Beatles



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Meet The Beatles steps

- **Introduce The Beatles (videos, Rolling Stone article)**
- **Introduce song forms (verse, chorus, bridge) by using track one from Sgt. Pepper's.**
- **Split the class up into groups and assign each group a different song from the album.**
- **Have the students analyze the song form, instrumentation, recording techniques.**
- **Create an “American Idol” remix of their song - maintaining an overall sense of the structure.**
- **Compare 1987 recordings to the 2009 remasters**
- **Investigate individual parts and vocal harmonies using Beatles: Rock Band.**

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Introducing song forms

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Definitions

- 1. Verse - Same chords/melody, different lyrics**
- 2. Chorus - Same chords/melody, same lyrics**
- 3. Bridge - Different chords, different lyrics**

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Introducing song forms

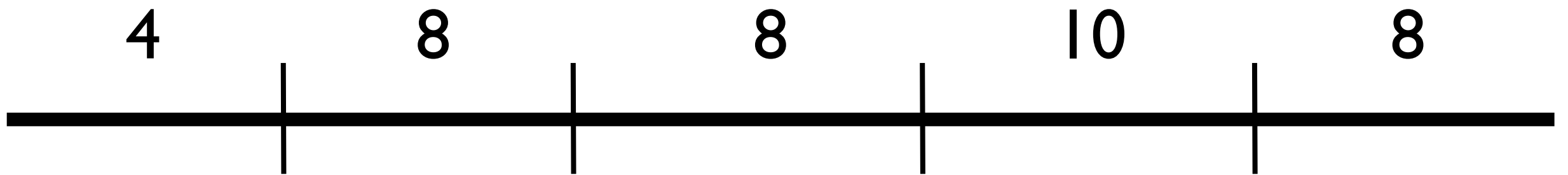
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Introducing song forms



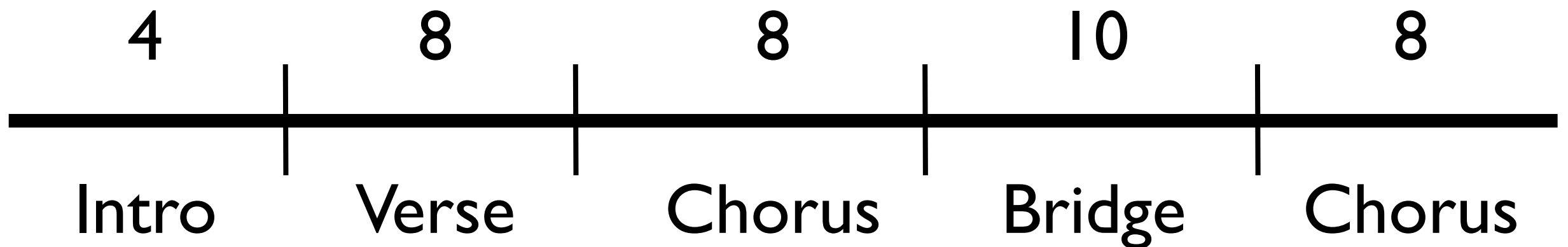
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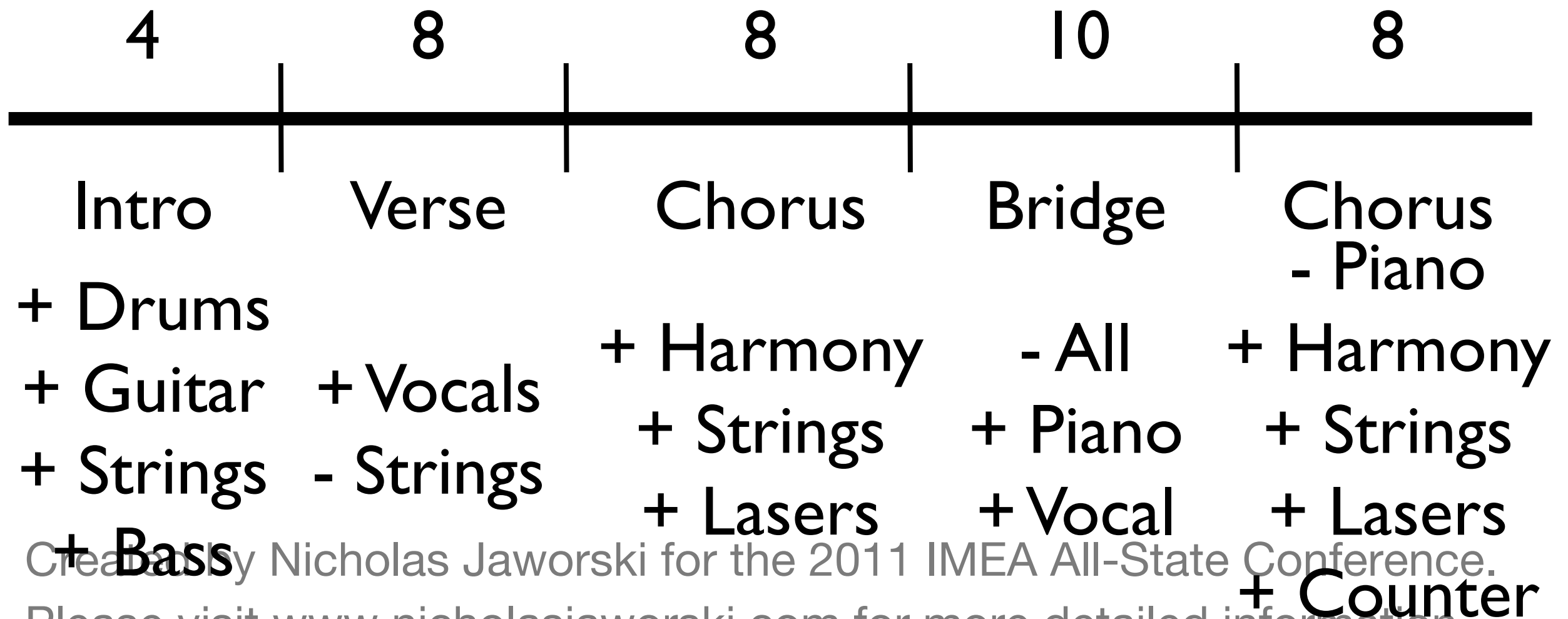
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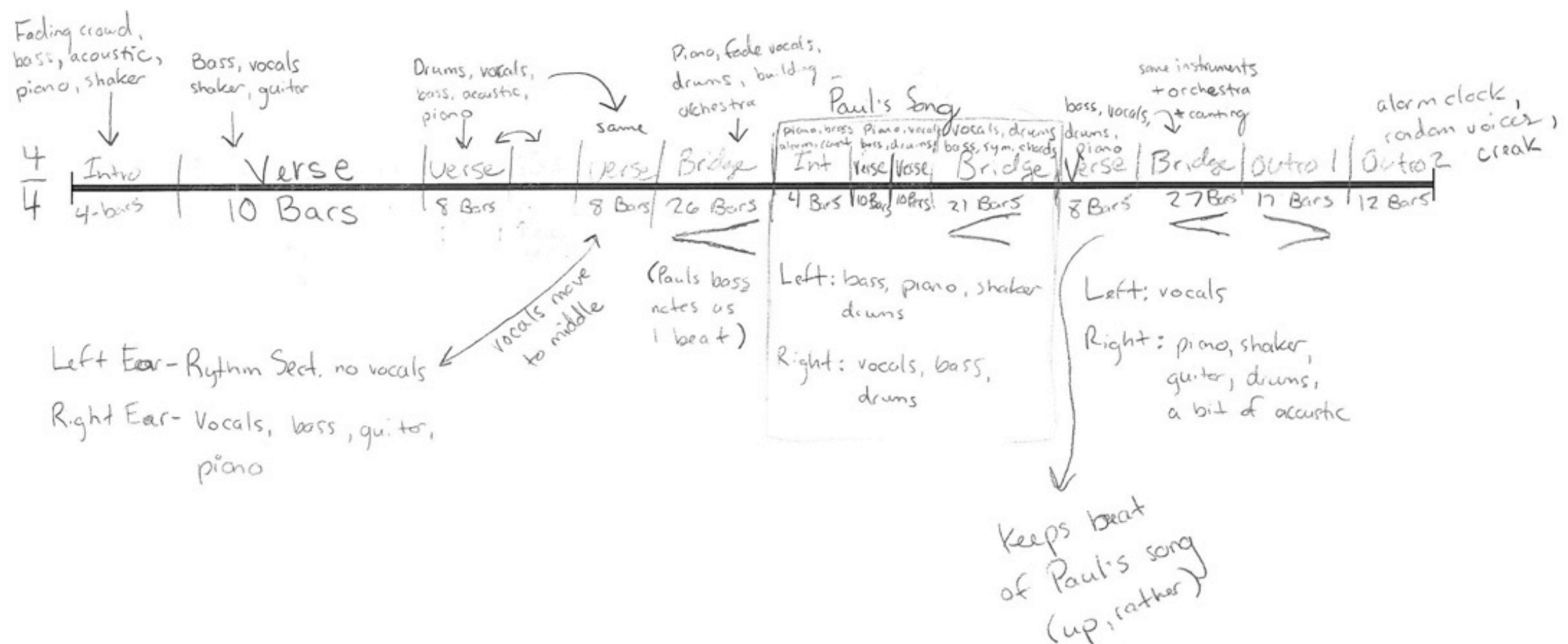
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Introducing song forms



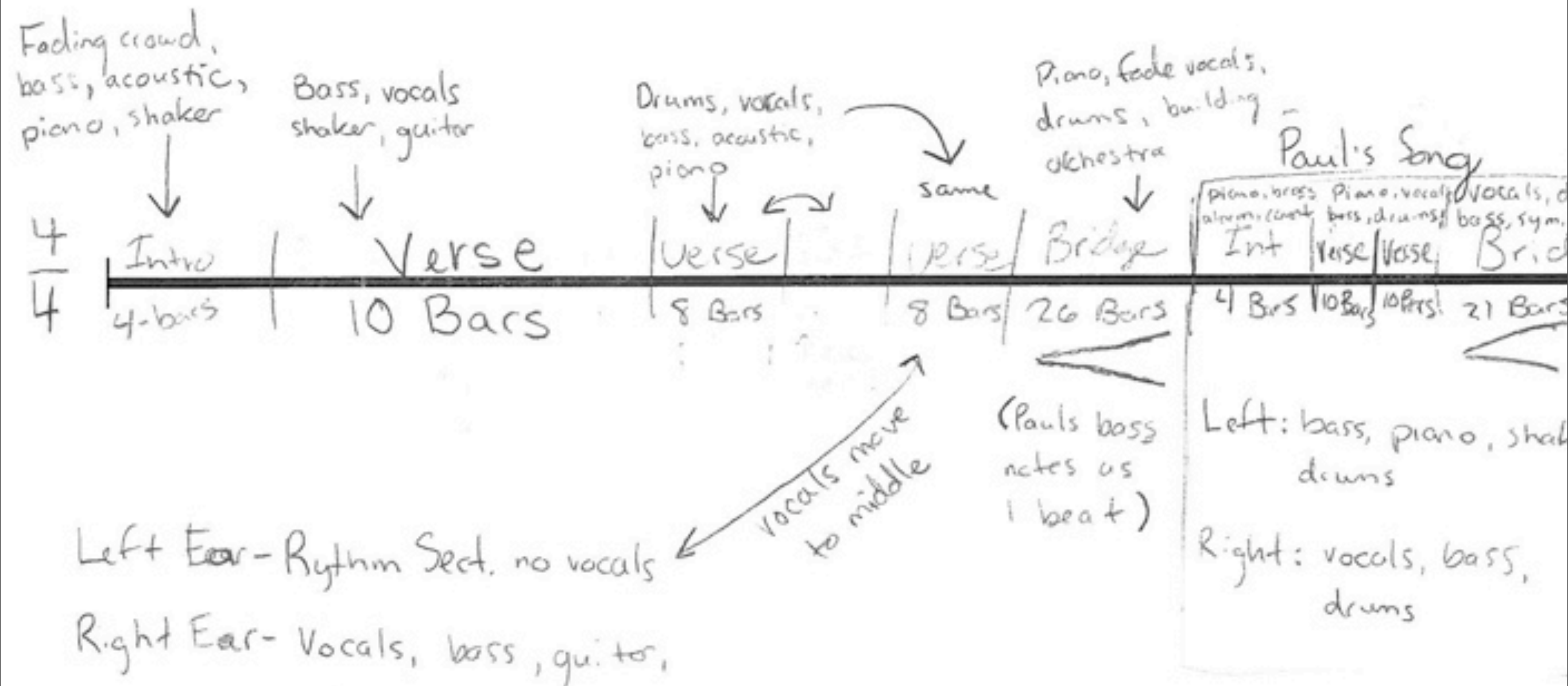
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Title A Day In The Life

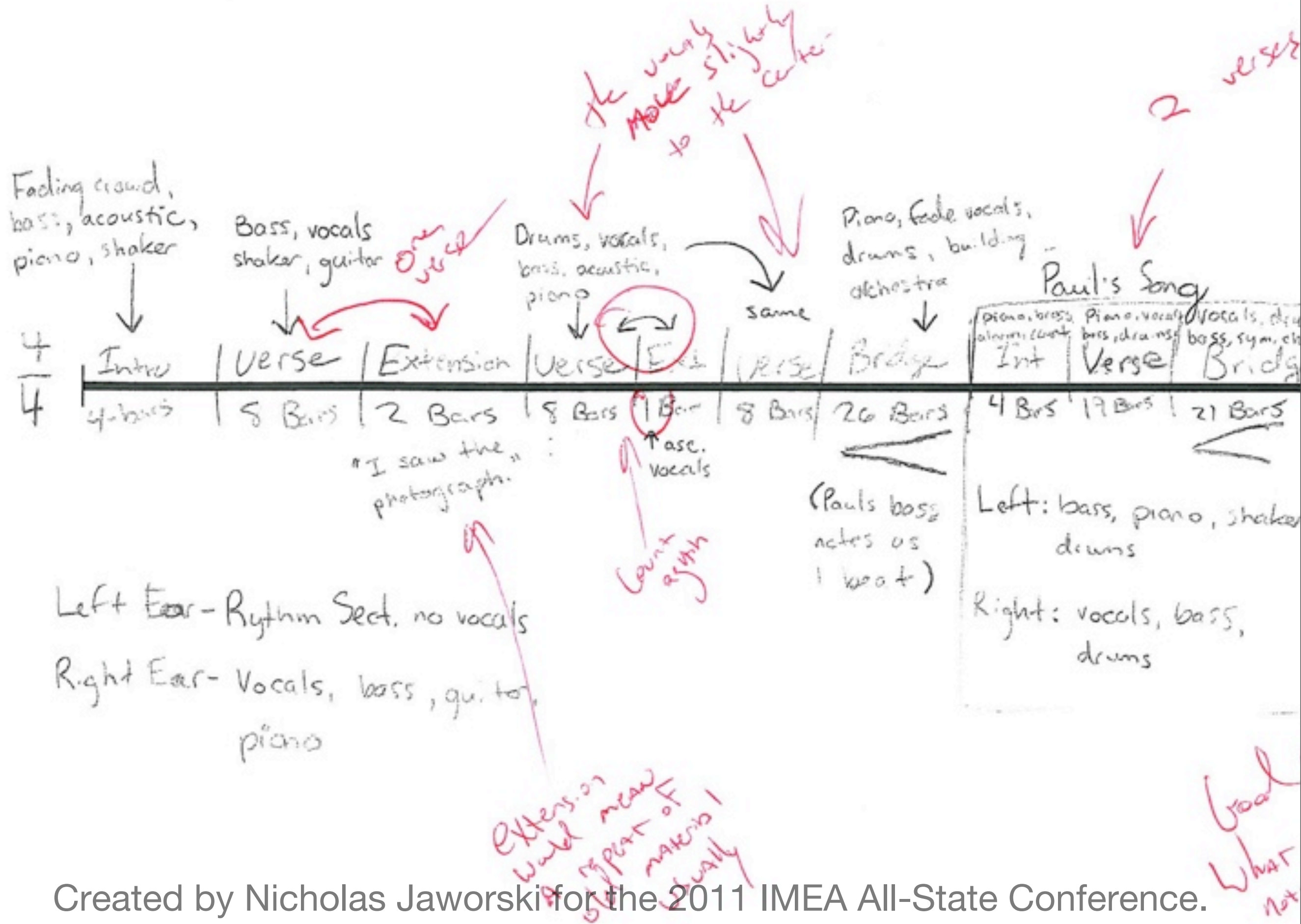


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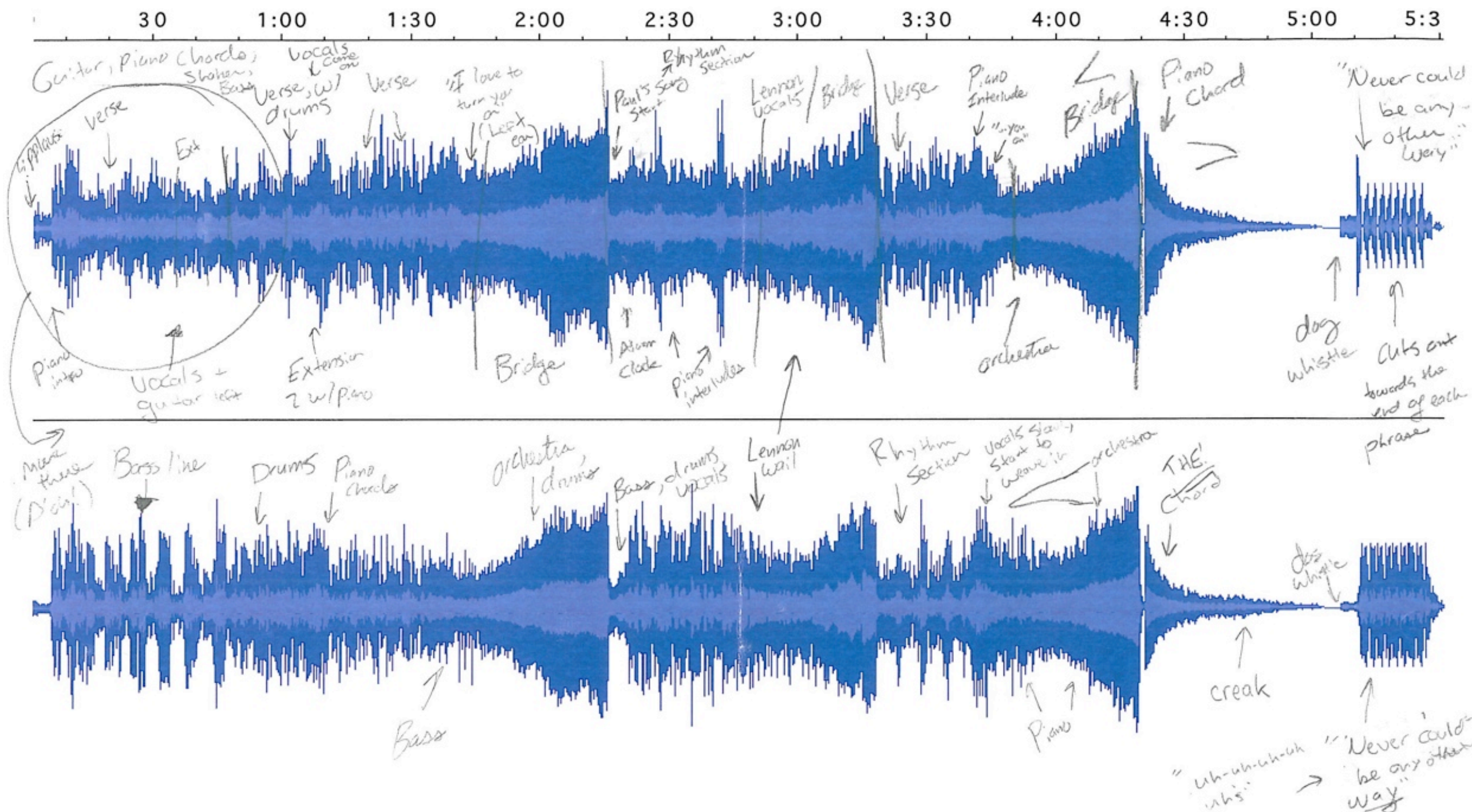


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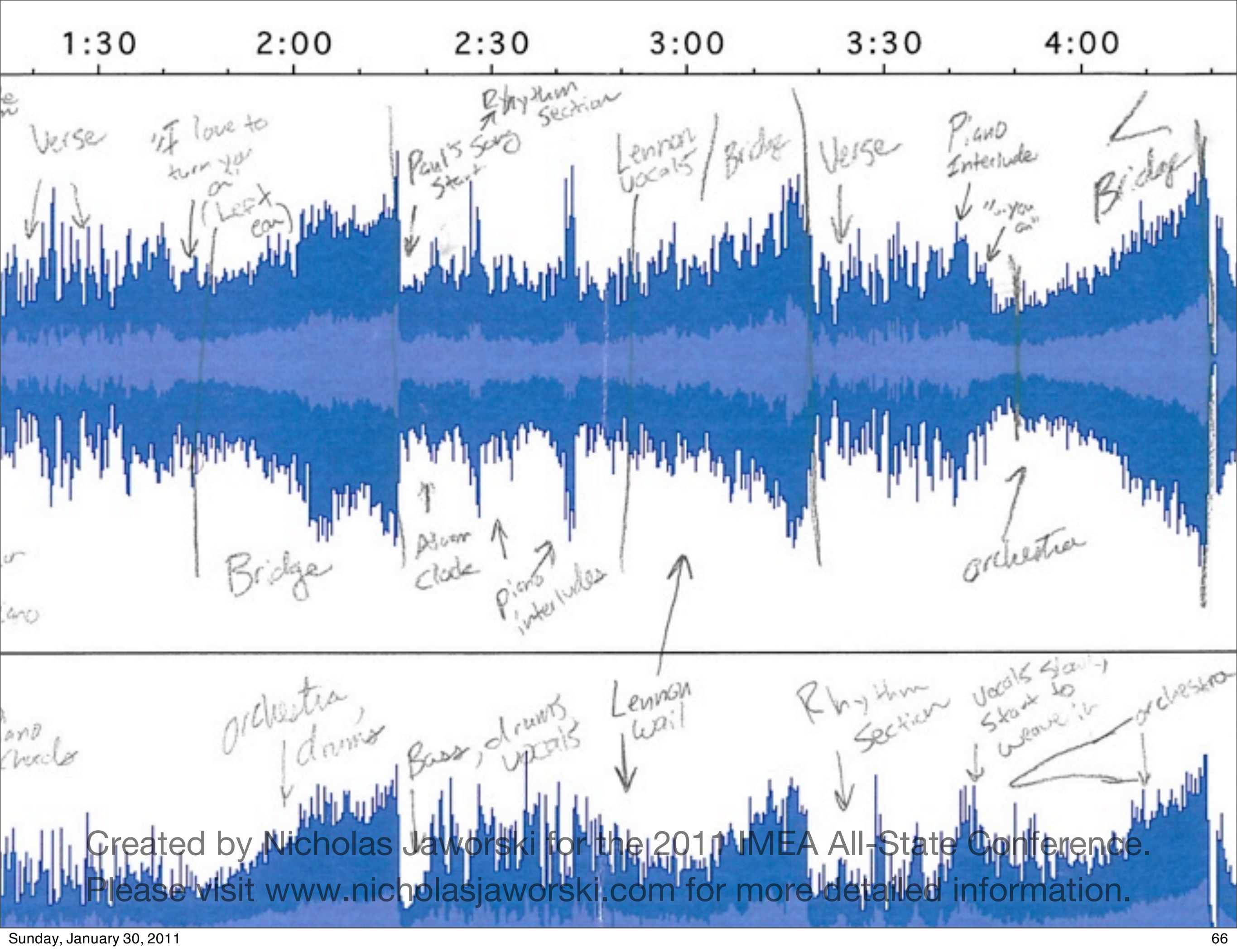


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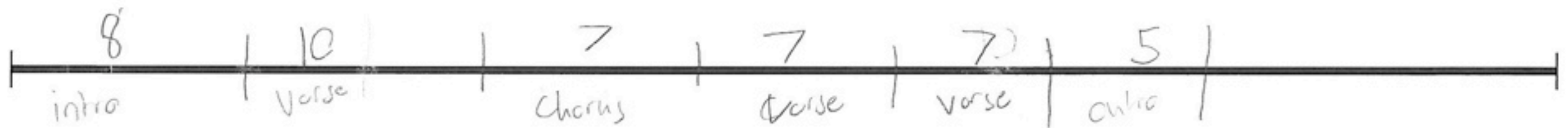


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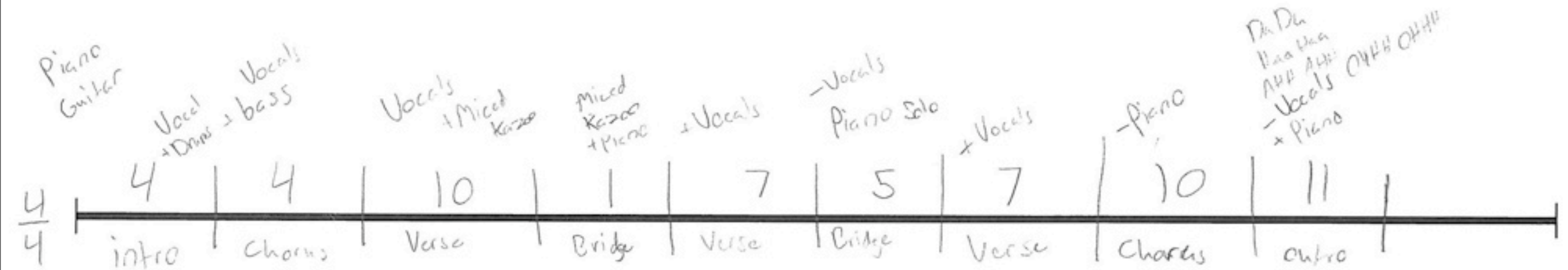
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Title Lovely Rita



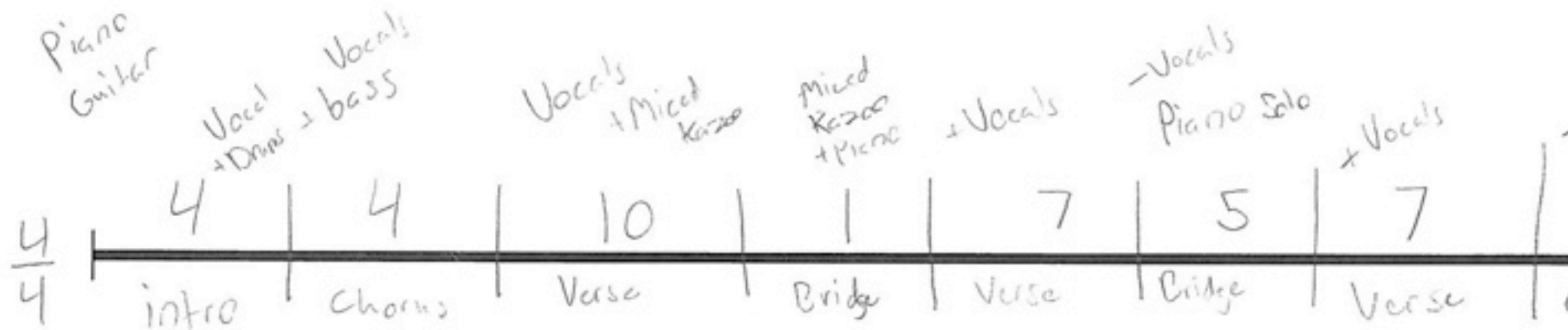
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Title Lovely Rita

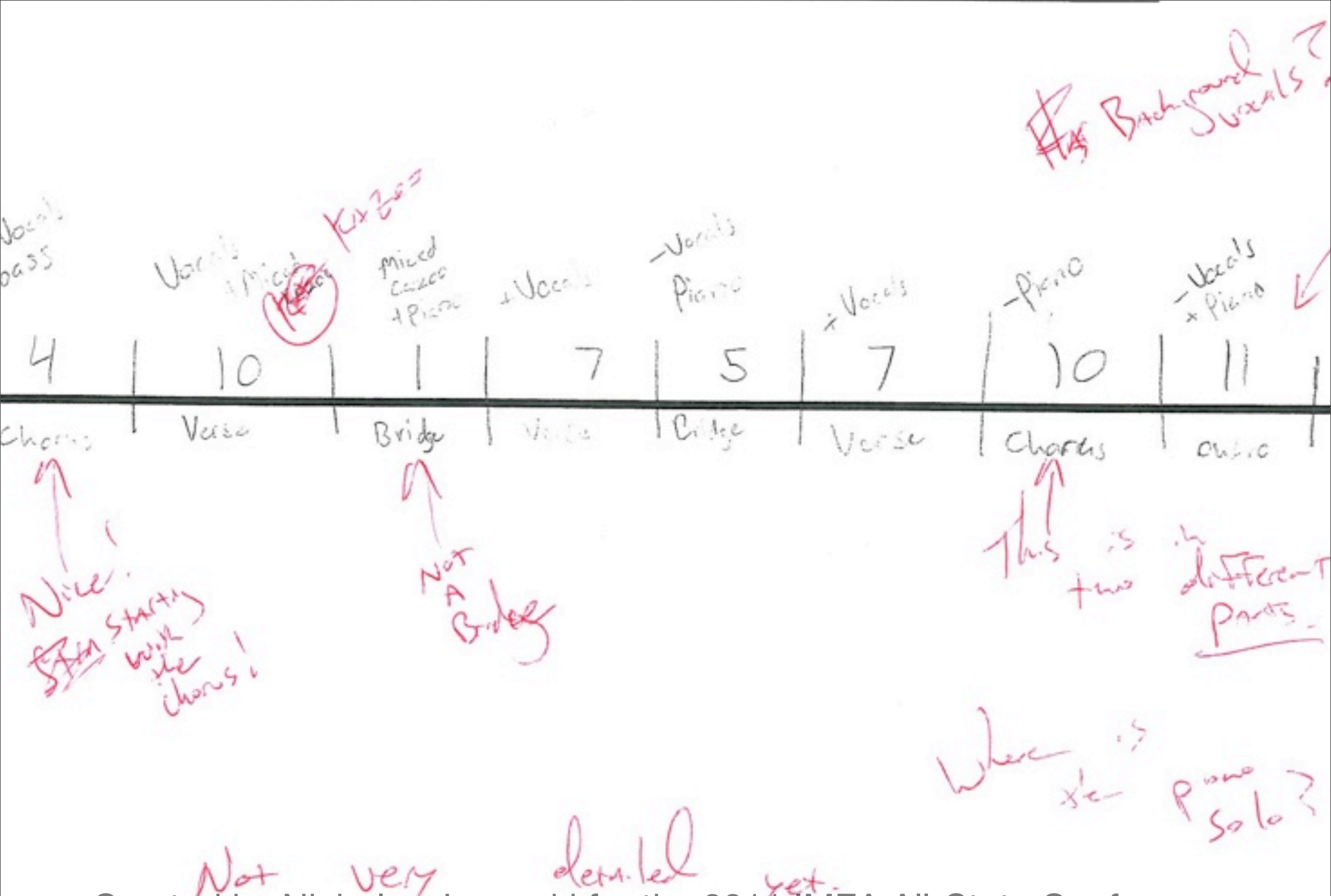


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Title Lovely Rita



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Why a visualization?

- **It allows students to make concrete sense out of sound, which can feel ephemeral.**
- **The eyes and ears reinforce each other.**
- **It's a way to simply map out music when you don't have/need standard notation.**

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How to make a visualization in Audacity

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American Idol Remix

- **The purpose: get students to understand how to understand the macro structure of a song AND to encourage more playing in Audacity.**

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Compare 1987 recordings to 2009 remasters

- **Another opportunity to open up their ears.**
- **Ask the question, “Is it worth it to purchase the remastered version of your Beatles song?”**

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Beatles: Rock Band Vocal Harmonizer

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What is the Vocal Harmony Trainer?

- **Allows the player to sing one of up to three vocal harmonies**
- **Provides a tone that allows you to follow along**
- **You can choose to loop a small segment or the entire song**

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Summary

- Student interest in music
- Celine Dion
- Music as Identity
- Audacity Demonstration
- Meet The Beatles
- Teaching form using popular genres
- The Beatles: Rock Band Vocal Harmonizer

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Closing thoughts

- **It is our responsibility to reach out to our students.**
- **What's that definition of insanity?**
- **Take risks. The worst thing that can happen is that your project doesn't go well.**
- **Get used to Googling everything. There IS an answer out there.**

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The teacher is the curriculum.

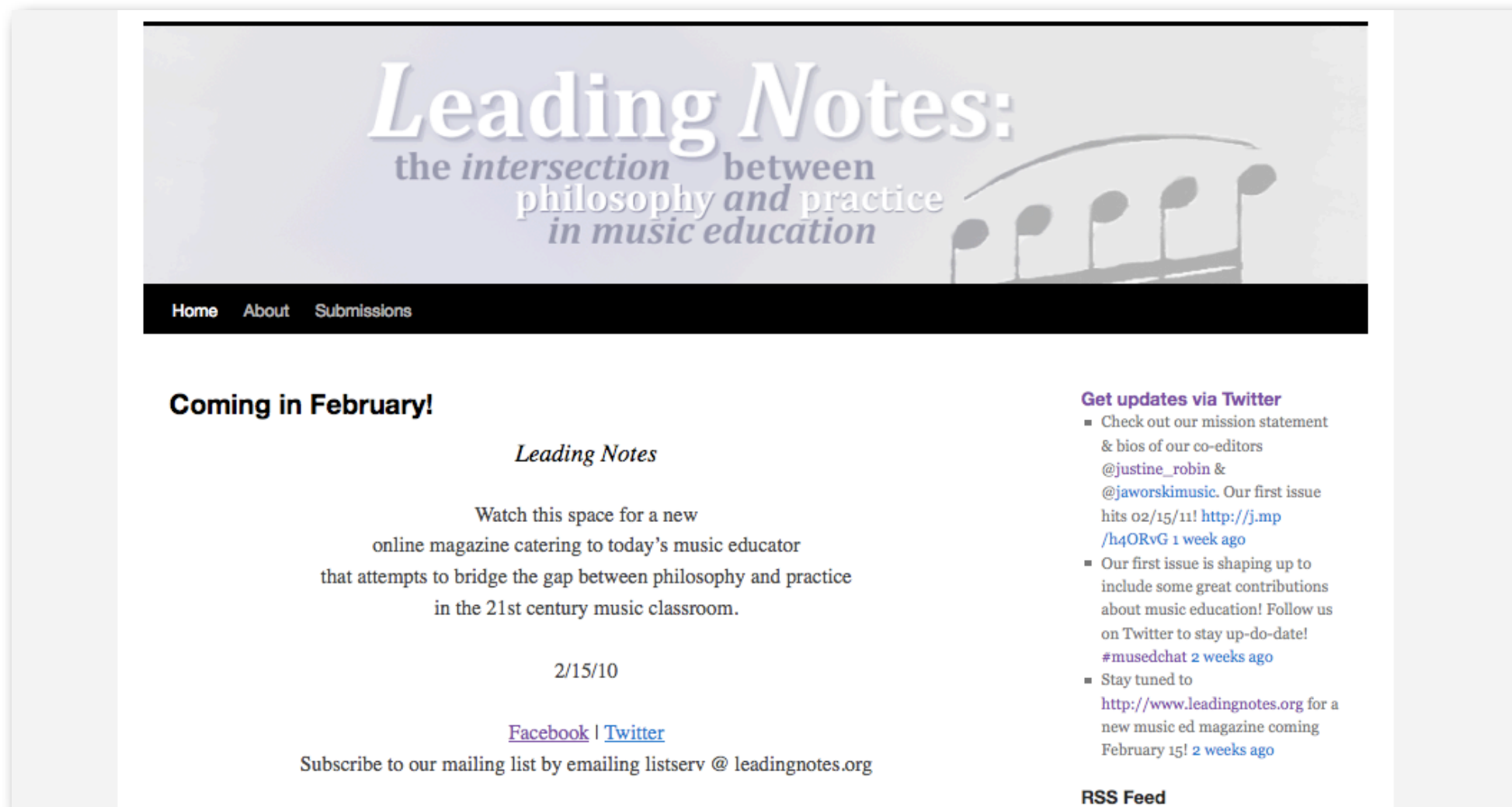
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Questions? Comments?
Have a story to share?

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Thank you for coming!

Let me know how it goes!

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